

## **Job Description**

### **Assistant Headteacher**

Line Manager- Headteacher

Leadership Pay scale points L11-L15

Posts at Senior Leadership Level are expected to be flexible and committed to the development of others and themselves. Over time, responsibilities are likely to change to develop our leaders' experience. This job description is generic to reflect the fact that a range of responsibilities can be accommodated within the leadership executive. Knowledge and expertise in the following would be an advantage to the team but this should not discourage candidates with other areas of expertise:

- Data Management

As an Assistant Headteacher, you will be committed to transforming the attainment and achievement of all students across the school and as such you will have the knowledge and expertise to demonstrate that you will:

- Model and drive the values and vision of the school;
- Inspire, challenge and support others to enable them to be the best they can be;
- Drive the school's vision and expectations to have a significant impact on students' life chances sharing our ethos that 'no child is left behind';
- Be an outstanding leader, teacher and role model for all;
- Have a proven track record of leadership at senior level;
- Nurture a culture of professional development;
- Have the ability to project presence and articulate our vision to all members of the school community;
- Demonstrate high level inter-personal skills to work successfully with a wide range of audiences;
- Show a commitment to modelling the highest professional standards and the ability to teach outstanding lessons;
- Have a proven track record of change management to secure improved academic standards;
- Are committed to equality of opportunity and inclusive education;
- Have the energy, enthusiasm, personal warmth and humour to remain resilient and deliver the above.

**Specific Responsibility:**

- Continue to develop, maintain and improve the strategic direction of data into information
- Evaluate and further improve the data management system that tracks and supports individual student groups, provides timely, accessible and useful data to Subject Leaders, Heads of Learning and any other staff needing it to secure the best progress for students
- Promote the best possible progress by proactively working with all colleagues to develop, share and monitor best practice in setting appropriate targets, tracking progress within the new assessment system of "life without levels" in order to inform Teaching & Learning.
- Analyse summative data in a timely fashion and provide training to improve the skills that staff have in understanding and interpreting data
- Proactively work in re-designing reporting to parents and how SIMS is best used to maximise progress in school
- To line manage the Data Manager and Exams Officer
- Be a member of the Raising Standards Team

**Generic Job Description – Assistant Headteacher**

In addition to those professional responsibilities, common to all classroom teachers of the school, the Assistant Headteacher will be a member of the Senior Leadership Team and will play a full part in the management of the school. The post holder is accountable directly to the Headteacher.

**1. Accountability for strategic leadership and operational management of aspects of the Academy Development Plan and whole school areas of responsibility**

- To make a substantial contribution to the development, articulation and implementation of the school development plan;
- Building capacity amongst staff to deliver and sustain the highest quality outcomes;
- Leading others in making an impact on the educational progress of all students;
- Being accountable for project management of deadlines and engaging staff as appropriate; delegating, providing resources and delivering the highest quality outcomes;
- Being accountable for the management of funding or budgets related to areas of responsibility;
- Being accountable for the continuing effective work of all staff for whom the post holder is responsible;
- Reporting to the headteacher and governors regularly and attending full governing board meetings and various committees as required;
- Acting as the key driver of development and change in a range of areas;

**2. Significant contribution to the collaborative work of the Leadership Group.**

- Leading, with other members of the Leadership Group, the behaviour management of the school;
- Contributing to policy discussions and decisions on curriculum, assessment, pastoral management, staffing and other matters;
- Modelling the ethos and vision of the school;
- Leading whole school assemblies;
- Making a significant contribution to school self-evaluation;
- Deputising for other members of the leadership group within the school and wider community and assisting other members of the SLT as appropriate;
- Undertaking new tasks and personal development within the leadership role as preparation for headship, if this is your aspiration;

- Ensuring creativity, innovation and other transformational activities to raise standards in all areas;

### **3. Accountability for leading and line managing other staff**

- Leading, developing and enhancing the teaching practice of others through the line management process;
- Ensuring that all students have equality of opportunity and can work to their optimum;
- Coaching, developing and supporting leadership and management skills;
- Monitoring, reviewing and quality assuring the areas specified in the role and establish procedures and processes in response to identified needs;
- Ensuring that the self-review of line management areas is consistent, systematic and sustained.

### **4. Accountability for delivering a range of other school responsibilities**

- Undertake specific, significant roles in the leadership and management of the school;
- Develop, organise and hold colleagues accountable in their roles at all levels;
- Ensure that the management of the school through these designated roles is efficient and effective;
- Developing and promoting policies and procedures that ensure the school's distinctive ethos is reflected in all learning activities;
- Promoting the school's ethos and culture to the broader community and beyond;
- Assuming the appropriate level of responsibility for safeguarding and promoting the welfare of children;
- Compliance with the school's Health and Safety policy;
- Other duties that might reasonably be required of an Assistant Headteacher.

### **Safeguarding of children and young people**

- The post holder is responsible for promoting and safeguarding the welfare of all children and young people at Bolton St Catherine's Academy in the role of Assistant Headteacher

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task may not be identified. Employees will be expected to comply with all reasonable requests from the headteacher to undertake work of a similar level that is not specified in their job description.

This job description will be reviewed on a regular basis.

October 2017

## Person Specification Assistant Headteacher

No	CATEGORIES	Essential/ Desirable	App Form	Interview/ Task
<b>QUALIFICATIONS</b>				
1.	A degree qualification.	E		
2.	Qualified Teacher Status.	E		
3.	Evidence of Continuous Professional Development.	E		
4.	Senior Management qualification ( e.g. Christian Leadership Programme, NPQSL, NPQH, etc)	D		
<b>EXPERIENCE</b>				
5.	Senior leadership in a school setting.	E		
6.	Track record of outstanding learning and teaching practice.	E		
7.	Successful and sustained delivery of outstanding attainment and achievement.	E		
8.	Innovation and creativity to engage, enthuse and progress learners.	E		
9.	Partnership working and collaboration within a school, college or local authority context.	E		
10.	Developing and leading the implementation of strategies to sustain whole school improvement.	E		
11.	Developing and implementing whole-school intervention strategies to sustain and enhance outstanding attainment.	E		
12.	Developing and enhancing the curriculum of a school.	E		
13.	Management of a curriculum in a school setting.	E		
<b>ABILITIES, SKILLS AND KNOWLEDGE</b>				
14.	Ability to teach up to A Level.	E		
15.	Ability to teach either Geography, English or Maths	D		
16.	Ability to coach and motivate professionals, individually and within groups, to achieve individual and collective targets.	E		

17.	Ability to develop and implement strategies to enhance and sustain whole school initiatives.	E		
18.	Ability to work with a range of external agencies and stakeholders to deliver whole-school initiatives.	E		
19.	Ability to communicate verbally with, and write reports for, a range of stakeholders, including Governors and external agencies.	E		
20.	Ability to set clear targets, track and manage progress and develop strategies to achieve desired outcomes.	E		
21.	Knowledge of curricula, specifications and assessment criteria.	E		
22.	Ability to work autonomously, prioritise conflicting demands and thrive under pressure.	E		
23.	ICT skills to manage and report on performance data to a range of audiences (Ofsted, Governors, parents, staff and students).	E		
24.	Understanding of contemporary issues relating to curriculum and attainment.	E		
<b>PERSONAL QUALITIES</b>				
25.	A strong belief in the value of education in developing citizens.	E		
26.	Highest levels of professional and personal integrity.	E		
27.	A strong commitment to inclusion and overcoming barriers to learning and achievement.	E		
28.	Personal resilience, persistence and perseverance.	E		
29.	Commitment to the pursuit of continuous professional development by oneself and others.	E		
30.	A passionate belief in the Academy's values and vision.	E		
31.	A strong commitment to the value of 'Teamwork'.	E		
32.	Commitment to support the Academy's agenda for safeguarding and equality and diversity.	E		
34.	Supportive of the Christian faith ethos and designation of the school.	E		
35.	Sympathetic to and supportive of the proposed Multi-Academy Trust Model	E		